



ACADEMIC SELF-REGULATION OF HIGH SCHOOL STUDENTS IN RELATION TO THEIR SELF-CONFIDENCE

P. Kalieswari¹ | Dr. S. Anandaraj²

¹ M.Ed Student, S. Veerasamy Chettiar College of Education, Puliangudi, Tirunelveli.

² Assistant Professor, S. Veerasamy Chettiar College of Education, Puliangudi, Tirunelveli.

ABSTRACT

This main objective of this research article is to briefly describe the academic self-regulation of high school students in relation to their self-confidence with regard to gender. In order to study the problem, the survey method was used to collect the data. The population of the present investigation is all the high school students studying in Sankarankovil taluk. From the population, 300 students were randomly selected as the sample for the study. The finding reveals that the level academic self-regulation and self-confidence of high school students are found to be moderate with regard to gender. The female students are better than male students in their academic self-regulation and self-confidence. The research also reveals that there is a significant relationship between academic self-regulation and self-confidence of high school students.

KEY WORDS: Academic self-regulation, Self-confidence, High school Students.

INTRODUCTION:

The chief symptom of adolescence is a state of expectation, a tendency towards creative work, and a need for the strengthening of self-confidence. Suddenly, the child becomes very sensitive to the rudeness and humiliations which he had previously suffered with patient indifference.

- Maria Montessori

Self-regulation techniques are widely used. Successful people and learners use self-regulation to effectively and efficiently accomplish a task. Generally, successful learners already utilize various forms of self-regulation. Instruction in the use of self-regulation is typically directed towards students who are not currently using such techniques, and consequently are not successful in educational settings. Academic self-regulation is also called as self-regulated learning. It involves the process by which learners personally activate cognitions, affects and behaviours that are systematically oriented towards learning goals (Zimmerman, 2008). Different elements stand out in this definition. First of all, it conveys an active part: students are actively involved and have clear intentions to be engaged in learning. This component links directly to the second element: goal-orientation, that is, the purposeful focus of learning on the achievement of a goal. The third aspect, the regulation and control of cognition, refers to the use of learning strategies to enhance one's learning. One of the basic components of self-regulated learning are self-regulated learning strategies. Strategy use is the core of self-regulated learning. The purpose of self-regulatory strategy is to improve students' self-regulation of their personal functioning, academic performance and learning environment. Learning how to self-regulate is an important skill that children learn both for self-confidence and later social connections. It allows us to bounce back from failure and stay calm under pressure situations. This ability will carry the students through life, more so than other skills. In this article the investigator wants to study the academic self-regulation of high school students in relation to their self-confidence.

Need and significance of the study:

Self-regulated learning (SRL) is recognized as an important predictor of student academic motivation and achievement. This process requires students to independently plan, monitor, and assess their learning. Creating SRL environments for the complex and diverse range of backgrounds, skill sets, and personalities that many students encompass poses challenges to even the most experienced teachers. Fortunately, a great deal of literature showcases a variety of effective instructional strategies for encouraging self-regulation in the classroom. Some of these strategies include direct instruction and modelling, guided and independent practice, social support and feedback, and reflective practice. Though most teachers would agree that teaching students to be more self-regulative in the classroom would be ideal, the practice does not come without challenge. Many will find that the major obstacle in helping students become self-regulative is the time required to teach students how to use specific strategies. Self-confidence is often associated with success. Success leads to confidence. Confidence has a pivotal in future carrier. If self-confidence is increased students' achievement is increased. So self-confidence important too every student activity and achieve the goal. In order to achieve the goal the students have to meet many challenges in their life. Therefore the investigator undertakes a study on academic self-regulation of high school students in relation to their self-confidence.

Objectives of the study:

The researcher has framed the following objectives for the present study.

1. To find out the level of academic self-regulation and self-confidence of high school students with respect to gender.
2. To find whether there is any significant difference between male and female high school students in their academic self-regulation and self-confidence.
3. To find whether there is any significant relationship between academic self-regulation and self-confidence of high school students.

Hypotheses:

1. There is no significant difference between male and female high school students in their academic self-regulation and self-confidence.
2. There is no significant relationship between academic self-regulation and self-confidence of high school students.

METHODOLOGY:

The researcher used the survey method for the present study. For data collection, the investigator used "Academic self-regulation scale" comprises of 50 statements which is developed and validated by Kalieswari (investigator) and Anandaraj (Research supervisor) in 2017. The investigator adapted Self-confidence scale which is developed by Krishna B. Prasad & Priya K. S (2000). This tool consists of 50 items. The investigator has selected the sample by random sampling technique for the present study. It comprises of 300 high school students studying in Sankarankovil taluk. The data were analysed using Mean, Standard Deviation, 't' test and Pearson product moment correlation.

Analysis of the Data:

To find out the level of academic self-regulation and self-confidence of high school students with respect to gender.

Table 1: Level of academic self-regulation and self-confidence of high school students with respect to gender

Variable	Academic self-regulation						Self-confidence					
	Low		Average		High		Low		Average		High	
	No	%	No	%	No	%	No	%	No	%	No	%
Male	18	30.0	37	61.7	5	8.3	9	15.0	49	81.7	2	3.3
Female	30	12.5	159	66.2	51	21.2	23	9.6	180	75.0	37	15.4

It is inferred from above table that 30.0% of male students have low, 61.7% of them have moderate and 8.3% of them have high level of Academic self-regulation. 12.5% of female students have low, 66.2% of them have moderate and 21.2% of them have high level of Academic self-regulation.

15.0% of male students have low, 81.7% of them have moderate and 3.3% of them have high level of self-confidence. 9.6% of female students have low, 75.0% of them have moderate and 15.4% of them have high level of self-confidence.

Ho1: There is no significant difference between male and female high school students in their academic self-regulation and self-confidence.

Table 2: Difference between male and female high school students in their academic self-regulation and self-confidence

Variable	Gender	N	MEAN	SD	Calculated value	Remark
Academic self-regulation	Male	60	170.38	24.723	3.575	S
	Female	240	183.38	26.904		
Self-confidence	Male	60	78.43	4.069	5.252	S
	Female	240	81.71	5.229		

(at 5% level of significance the table value of 't' is 1.96, S- Significant)

It is inferred from the above table that there is significant difference between male and female high school students in their academic self-regulation and self-confidence.

While comparing the mean scores of male and female students, female students (mean = 183.38) are better than the male students (mean = 170.38) in their academic self-regulation and female students (mean = 81.71) having high self-confidence than the male students (mean=78.43).

Ho2: There is no significant relationship between academic self-regulation and self-confidence of high school students.

Table 3: Relationship between academic self-regulation and self-confidence of high school students

Variables	N	Calculated 'r' value	Remarks
Academic self-regulation and Self-confidence	300	0.273	S

(at 5% level of significance, the table value of 'r' is 0.113, S- Significant)

It is inferred from the above table that there is a significant relationship between academic self-regulation and self-confidence of high school students.

FINDINGS OF THE STUDY:

The major findings derived from the study are:

1. The level academic self-regulation and self-confidence of high school students are found to be moderate with respect to gender.
2. There is a significant difference between male and female high school students in their academic self-regulation and self-confidence. Female students are better than the male students in their academic self-regulation and self-confidence.
3. There is a significant relationship between academic self-regulation and self-confidence of high school students.

CONCLUSION:

The benefits of academic self-regulation are numerous. It is an integrated learning process, consisting of the development of a set of constructive behaviours that affect one's learning. These processes are planned and adopted to support the pursuit of personal goals in changing scenario of learning environment. Children often struggle with these behaviors, and adults may as well. It's easy to see how a lack of self-regulation will cause problems in life. If a high school students with poor self-regulation skills may lack self-confidence and self-esteem and have trouble handling stress and frustration. Often, this might be expressed in terms of test anxiety, depression and in more severe cases, may be diagnosed as a mental disorder. In this study the investigator found that female students are better than the male students in their academic self-regulation and self-confidence. This may be due to that the female students have been culturally conditioned to remain home and their work seriously. They are genuine interest in reading the books and utilising library resources to get appreciation for their study. Female students spend more time to study than male students. Hence, the teachers should encourage group involvement of both genders in all the academic activities for their successful achievement. Self-confidence is an essential trait for successes and achievement in the teaching learning field. The teacher motivates his pupils that make them more self-confidence

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